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ABSTRACT

The project has provided the basis for determining the vocational education curriculum and needed equipment to be incorporated into a new high school facility in Ohio County, West Virginia. The goal of the project was to develop expertise on the part of all involved in planning for the new school. This was accomplished by an indepth study of all information relevant to the new facility. The study included results of a 1972 vocational needs study, site characteristics, probable course offerings, enrollment projections, desirable equipment, student interest surveys, and statistical data on the local, State, and national levels. An important phase of the project was visiting several new facilities so that the best features of each would be incorporated into the new high school. The objectives of the project were to determine and design the vocational education curriculum, to determine the facility and equipment needs, and develop specifications. An outline summary of the vocational education courses selected by the project is included in the report. (NJ)

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Final Report

Project No.-WV-74-R-1

Grant No. DVE-74-WV-7[illegible]

Research and Planning for the New Vocational Technical Program and Facilities in Ohio County Schools

Robert L. Quigley

Ohio County Board of Education
2203 National Road
Wheeling, West Virginia 26003

July 1975

West Virginia
State Board of Education
Bureau of Vocational, Technical, and Adult Education
Division of Vocational Education

VT-102-328

CE003233

Final Report

Project Number-WV-74-R-1

Grant Number DVE-74-WV-74-R-1

Research and Planning for the New Vocational Technical Program and Facilities in Ohio County Schools

Lewis J. Capaldi
McKinley vocational Technical Center

Wheeling, West Virginia
July, 1975

The work presented or reported herein was performed pursuant to a grant with the State Board of Education, Division of Vocational Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the State Board of Education, and no official endorsement by the State Board of Education shall be inferred.

West Virginia
State Board of Education
State Department of Education
Bureau of Vocational, Technical and Adult Education
Division of Vocational Education

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1. Purpose of the Project

Ohio County has passed a school bond issue, which when completed with available state and local funds, will provide for construction of a single comprehensive high school to replace those presently serving Ohio County. It was necessary to do a vast amount of planning for this facility, particularly in regard to Vocational Education. This project has provided a basis for determining the vocational curriculum to be provided in the new facility as well as deciding what equipment would be needed in conjunction with it. A feasibility study of vocational technical education needs in Ohio County was conducted in the spring of 1972. This study revealed that Ohio County needs an enlarged up-graded curriculum which should be housed in new enlarged and mor adequate facilities. The purpose of this project was to develop expertisse on the part of all involved in planning for the new school so that the new facility would reflect the best thinking in the field of education. This was accomplished by an in depth study of all available information relevant to the new facility. This study included results of the feasibility study of 1972 enrollment, site characteristics, probable course offerings, enrollment projection, desirable equipment, student interest surveys, business and industry surveys, statistical data on the local, state and national level, etc. An important phase of this project was to provide an opportunity for those involved in the planning to visit a variety of new school facilities so that the most desirable features of each could be included in the Ohio County plan. These visitations were made by many persons including the present vocational director, the county superintendent and assistant superintendent, members of the advisory committees, board of education members, faculty members, state vocational representatives and the building architects.

2. Project Goals and Objectives

a) To determine the vocational education curricula to be offered in the proposed Ohio County Comprehensive High School.

b) To design the vocational curricula identified so as to meet the needs of students to be served.

c) To determine facility and equipment needs and develop appropriate facility and equipment specifications.

d) To involve county staff, advisory committee and Board of Education members in determining curricula to be offered and facility and equipment needs in this regard

3. Procedures Which Were Followed

Consultants, architects, teachers, administrators, community resources, previous surveys, curriculum committees and Board of Education and Advisory Committee members were involved in determining Ohio County's vocational education program needs. Information obtained from the 1972 feasibility study was used to provide a background for their planning efforts. Those involved were asked to identify and review similar programs and facilities of interest in other states in order to incorporate the latest developments and innovations into the program planning efforts. Ideas gained from these visitations were incorporated into the planning when feasible and desirable.

Schools visited during these field trips included:

Mount Vernon Vocational Technical Center, located in Mount Vernon, Ohio in which School a program in Electric Lineman was of primary interest.

Robert Morris College, Pittsburgh, Pennsylvania was visited by the Business Education Teachers. Their reason for visiting this school was to get a first hand experience on Open Classroom for a business Education Laboratory. Eleven courses were being taught at the same time with three instructors and one Aide. Students progressed at their own rate and were checked on the spot before advancing to other work. The Teachers were well pleased with this approach to teaching Business Education and recommended we consider the Open Concept System in our new school.

The comprehensive High Schools in Butler and Natrona Height, Pennsylvania were visited in November by Vocational Instructors and the Director of Vocational Education. The Butler Program had an Industrial Arts Program which had been converted to Vocational. The areas were much too small and this caused numerous problems.

Steubenville Technical Center, Steubenville, Ohio was toured by Members of the Advisory Committee, the Electrical Instructor and the Director of Vocational Education, on October 31st.

North Fayette Vocational Center at Connellsville, Pennsylvania was visited by the same group. The purpose of these visits was to evaluate the Hamden Instructional Equipment for Industrial Electricity and Electronics.

Fayette County Vocational Center located at Uniontown, Pennsylvania was visited by three instructors and the Assistant Principal from McKinley Vocational Technical Center. In this school it was noted that some of the Shops met for a full day, such as Auto Mechanics. This meant that it was not necessary to clear the shop of cars after each morning and afternoon session as the same people worked on the same cars until all work was finished.

Kingwood Career Center at Kingwood, West Virginia, was visited by this same group. The most interesting aspect of the Kingwood tour was the Open Concept for the Business Department. Our teachers seemed to feel that this required very capable personnel and that it took some time for both students and teachers to adjust to it. --A great deal of information was obtained regarding screening methods and orientation for shop students. All tour participants felt that some good ideas were obtained as to what is going on elsewhere in West Virginia.

The Director of the Ohio County Vocational Education Program attended the American Vocational Association Convention held in Atlanta, Georgia, December 2nd through December 5, 1973. The theme of the Convention was "TO PUT IT ALL TOGETHER."

Since Ohio County plans a Comprehensive Secondary Program it seemed appropriate that the Director of Vocational Education attend this Convention.

A visitation was also made to the New Castle County Vocational-Technical School District. This school conducts a three year vocational program and they are selective in that a "C" or better average is required to enter the program. One feature of this program is that Senior students alternate between three weeks on the job and three weeks at the school. Two placement specialists are employed to coordinate this program. This school serves an enrollment of about 1,400 students in its vocational program.

A new Director of vocational Education was appointed to the Ohio County schools for 74-75 upon the retirement of Mr. Roy Potter. The new Director, Mr. Lewis Capaldi and the Assistant Principal, Mr. Robert Quigley visited the Skyline Center in Dallas in early October. Mr. Capaldi and Mr. Quigley made and extensive tour of the Skyline Center and held in depth discussion on the Skyline philosophy and their approach to Competency Based Curriculum. Partly as a result of their visit, it was decided that McKinley would emphasize Competency Based Curriculum through its in-service program during the 75-76 school year.

4. Results

The following outline is a summary of the courses by section and cluster which were selected to be provided at the Vocational Division of the new high school. Decisions were arrived at through a consensus of the planning committee and were based on all appropriate criteris.

6/3/74

BUSINESS AND INDUSTRY SURVEY FOR OHIO COUNTY VOCATIONAL CENTER

NAME OF FIRM _____ DATE _____

ADDRESS _____ COUNTY _____

Main function of firm or business _____

Person providing information _____

Average number of employees during the year: Male 11,526 Female 3,417

What percentage of your employees need a high school education as a minimum qualification before employment ? _____% 100% - 36; 75-100% - 20; 50-75% - 9; 25-50% - 11; 0-25% - 4; 0% - 6

To what extent is your company kept informed of existing opportunities for vocational training in local schools?

31 considerable 13 not at all

49 some

To what extent are adult programs to assist you in up-grading or retraining workers available in local schools?

11 considerable 20 not at all

59 some

Would part time adult courses be of value in up-grading or retraining your employees? Yes 50 No 37 If yes, list specific courses which would benefit your employees.

(see attached)

Please indicate your approximate employment needs in the occupational areas listed. If you need workers for occupations not listed, please add them to the list.

	Number additional workers contemplated to meet future expansion needs and normal employee attrition.	
A. Agricultural Occupations	**Within One Year**	**Within Three Years**
Farming	2	
Nursery Production	1	
Greenhouse Production	10	
Conservation-Forestry	2	3
Lawn Maintenance		1
Golf Course Maintenance		
B. Home Economics Occupations		
Child Care		
Food Service	10	20
Housing and Motel Service		
Clothing Occupation (alterations)	1	
Sewing Machine Operators (Bellaire Garment Company)	100	300

(OVER)

C. Trade and Industrial Occupations	Within One Year	Within Three Years
Truck Mechanics	4	6
Auto Mechanics	11	13
Auto Body and Fender Repair	4	6
Auto Service	6	5
Masonry	9	14
Carpentry	9	19
Plumbing	3	4
Building Maintenance & Repair	24	34
Industrial Electricity	21	31
Commercial Electricity	2	1
Welding/Combination	26	57
Welding/Specialist	3	5
Sheet Metal, Heating and Air Conditioning	1	1
Business Machine Repair		1
Machine Trades	32	65
Printing		
Graphic Arts - Offset Printing	1	2
Radio and TV Repair	1	
Small Maintenance Repair	6	10
Vending Machine Mechanics		
Drafting	8	10
Commercial Art		1
Electronics	2	
Computer Maintenance		
Industrial and Mine Maintenance	34	70
D. Office Occupations		
Secretary	23	26
Stenographer	12	13
Clerk	16	23
Typist	17	27
Clerk-typist	19	29
Bookkeeper	9	14
Data Processing	3	13
Office Machine Operator	5	8
Legal Secretary	2	3
Key Punch Operator	12	18
Accounts Receivable-Payroll Clerk	8	12
Bank Teller	1	3
Filing Clerk	6	9
E. Distributive Occupations		
Sales-Retailing	24	51
Merchandising		3
Advertising	1	4
Small business management	2	
Cashier checker	2	4
Warehousing	14	33
Inventory Control	8	16
F. Other		
(see attached)		

ADULT COURSES WHICH WOULD BENEFIT EMPLOYEES

Bookkeeping	- 8
Welding	- 7
Electricity	- 6
Stenography	- 5
Accounting	- 5
Office Management	- 4
Blueprint Reading	- 4
Shop Math	- 4
Administration	- 3
Letter Writing	- 3
Office Practice	- 3
Typing	- 2
Shorthand	- 2
Banking	- 2
Advertising	- 2
Sales	- 3
Plumbing	- 2
Auto Mechanics	- 2
Diesel Mechanics	- 2
Machine Shop	- 2
Maintenance Crafts	- 2
Supervision	- 2
Financing	- 1
Appraisal	- 1
Taxes	- 1
Law	- 1
Office Machines	- 1
Retail	- 1
Cashier	- 1
Life Insurance	- 1
Public Relations	- 1
Commercial Art	- 1
Key punch operator	- 1
Mechanical	- 1
Tailoring	- 1
Drafting	- 1
Metallurgy	- 1
Concrete testing	- 1
Soil testing	- 1
Heating	- 1
Material handling	- 1
Meat cutting	- 1
Power sewing machine	- 1
Air conditioning	- 1
Service training	- 1
Carpentry	- 1
Tool and Die work	- 1
Woodworking	- 1
Mine mechanics	- 1

F. OTHER

	Within One Year	Within Three Yea
Security Guards	15	
General Labor	8	24
Skilled Glass Workers	20	60
Equipment Operator	8	10
Seamstress	3	6
Press operators	0	30
Shop Laborer	2	6
Roofers	2	5
Painter	4	
Water Blaster	5	
Labor (Allied Chemical)	1	12
Diesel Mechanic	1	3
Installer	1	3
Switchboard	1	
Accountant		
Stock clerk		1
Upholstering	1	
Men's Hairstylist	1	
Watch Repair	1	
Electrical Worker	1	
Servicing Appliances	1	
Vinyl Wall Hanger	1	
Perf-O-Taper	1	
Purchasing Agent	1	
Electrical mechanics		3
Die maker		3

HEALTH OCCUPATION SURVEY FOR OHIO COUNTY VOCATIONAL CENTER

NAME OF FIRM _____ DATE _____

ADDRESS _____ COUNTY _____

Main function of firm _____

Person providing information _____

Average number of employees during the year: Male 509 Female 2,597

What percentage of your employees need a high school education as a minimum qualification before employment? _____% 100% - 17/ 80% - 100% - 5/ 50% - 1

To what extent is your company kept informed of existing opportunities for vocational training in local schools?

2 considerable 9 not at all
12 some

To what extent are adult programs to assist you in up-grading or retraining workers available in local schools?

2 considerable 11 not at all
10 some

Would part time adult courses be of value in up-grading or retraining your employees? Yes 10 No 10 If yes, list specific courses which would benefit your employees.

(See attached)

Please indicate your approximate employment needs in the occupational areas listed. If you need workers for occupations not listed, please add them to the list.

Health Occupations	Within One Year	Within Three Years
	Number additional workers contemplated to meet future expansion needs and normal employee attrition.	
Medical Technology	20	63
Practical Nursing	34	113
Orderlies	21	42
Medical Secretary	24	57
Medical Assistant (Doctor's office, clinic or hospital)	4	13
X-Ray Technician	13	38
Nursing Aide	47	133
Dental Assistant	3	5

/.

ADULT COURSES WHICH WOULD BENEFIT EMPLOYEES

Dental Assistant	- 4
Medical Secretary	- 3
X-Ray technician	- 2
Dental Lab	- 2
Practical Nursing	- 1
Plant Operations	- 1
Security Training	- 1
Housekeeping Training	- 1
Shorthand	- 1
Computer Programming	- 1
Practice Management	- 1
Public Relations	- 1
Medical Equipment Repair	- 1
Accounting	- 1
Behavioral Science	- 1

OHIO COUNTY SCHOOLS
WHEELING PARK HIGH SCHOOL
VOCATIONAL DIVISION
WHEELING, WEST VIRGINIA 26003

SECTIONS, CLUSTERS, AND INSTRUCTIONAL PROGRAMS
1979-1980
1/28/75

I ADMINISTRATION, LEARNING LABORATORY, AND LEARNING RESOURCE CENTER SECTION AND CLUSTER (SUPPORT) 100 (DEVELOPMENTAL READING)

II COMPUTER SCIENCE, BUSINESS AND OFFICE OCCUPATIONS SECTION AND CLUSTER (2) 450

1. Data Processing (Scientific) 90
2. Business and Office 360
   a. Accounting and Computing 60
   b. Data Processing (Business) 60
   c. Filing, Office Machines, Clerical 90
   d. Stenographic and Secretarial 60
   e. Typing 90

III COOPERATIVE EDUCATION, PLACEMENT, AND FOLLOW UP SECTION AND CLUSTER (5) 180

1. Part Time Cooperative 135*
2. Distributive Education and Warehousing, School Store 90
3. Diversified Occupations 90
4. Work Experience 90*
5. Work Study (Federal Program) 90*

IV FOOD, HEALTH, AND HOME ECONOMICS OCCUPATIONS SECTION AND CLUSTER (7) 315

1. Quantity Food and Restaurant Practice 45
   a. Quantity Food
   b. Baker
   c. Cook/Chef
   d. Hospitality
2. Medical and Dental Assistant 45
3. Nursing Assistant 45
4. Child Care Assistant 45
5. Clothing Management, Production and Services 45
6. Home Furnishings, Equipment and Services 45
7. Institutional and Home Management Services 45

INDUSTRIAL OCCUPATIONS SECTION (11) 495

A. Automotive Servicing Cluster 90

1. Auto Body and Fender 45
2. Auto Mechanics 45

B. Construction and Maintenance Cluster 90

1. Sheet Metal, Air Conditioning and Refrigeration, Plumbing and Pipefitting 45
2. Building Construction 45
   a. Carpentry
   b. Electrical-Residential
   c. Masonry
   d. Painting and Decorating

C. Electrical - Electronics Cluster 90

1. Electrical 45
   a. Industrial Electrician
   b. Motor Repairman
   c. Appliance Repair
   d. Business Machine Maintenance

2. Electronics 45
   a. Communications
   b. Industrial Electronics
   c. Home Entertainment Electronics

D. Graphics Cluster 135

1. Commercial Art 45
2. Drafting and Design 45
3. Graphic Arts 45
   a. Binding
   b. Composition, Makeup and Typesetting
   c. Printing Press
   d. Lithography, Photography, Platemaking
   e. Photoengraving
   f. Silk Screen

E. Metalworking and Maintenance Cluster 90

1. Machine Shop 45
2. Welding and Cutting, Mine Maintenance 45

1540

LINCOLN - 140

1680

*NOT INCLUDED IN TOTALS

16

OHIO COUNTY SCHOOLS
WHEELING PARK HIGH SCHOOL
VOCATIONAL DIVISION
WHEELING, WEST VIRGINIA 26003

SECTIONS, CLUSTERS, AND INSTRUCTIONAL PROGRAMS
WITH SPACE ALLOTMENTS
January 28, 1975

I. ADMINISTRATION, LEARNING LABORATORY, AND LEARNING RESOURCE CENTER SECTION AND CLUSTER (SUPPORT) 2348, 2342, 4690

II. COMPUTER SCIENCE, BUSINESS AND OFFICE OCCUPATIONS SECTION AND CLUSTER (2) 12533

2397 1. Data Processing
10136 2. Business and Office

III. COOPERATIVE EDUCATION, PLACEMENT, AND FOLLOW UP SECTION AND CLUSTER (5) 2676

3. Part Time Cooperative
1984 4. Distributive Education and Warehousing, School Store
692 5. Diversified Occupations (2 RELATED CLASSROOMS)
6. Work Experience
7. Work Study (Federal Program)

IV. FOOD, HEALTH, AND HOME ECONOMICS OCCUPATIONS SECTION AND CLUSTER (7) 10916
(4 RELATED CLASSROOMS - 2352)

2706 8. Quantity Food and Restaurant Practice 1639, 1067
699 9. Medical and Dental Assistant
1382 10. Nursing Assistant
1074 11. Child Care Assistant
1380 12. Clothing Management, Production and Services
1134 13. Home Furnishings, Equipment and Services
1256 14. Institutional and Home Management Services

V. INDUSTRIAL OCCUPATIONS SECTION (11) (35,297)

A. Automotive Servicing Cluster 8729
(RELATED CLASSROOM 421 - SHARED)*

4148 15. Auto Body and Fender
4160 16. Auto Mechanics

B. Construction and Maintenance Cluster 6361
(RELATED CLASSROOM 421)*

5940 17. Sheet Metal, Air Conditioning and Refrigeration, Plumbing and Pipefitting
18. Building Construction

17

C. Electrical - Electronics Cluster 4151
(RELATED CLASSROOM 421)*

3730 (19. Electrical
(20. Electronics

D. Graphics Cluster 6621
(2 RELATED CLASSROOMS - 1198)

(21. Commercial Art
5423 (22. Drafting and Design
(23. Graphic Arts

E. Metalworking and Maintenance Cluster 6379
(RELATED CLASSROOM - 421)*

3120 24. Machine Shop
2838 25. Welding; Mine Maintenance

*(TOTAL SHARED - 3 RELATED CLASSROOMS)

VOCATIONAL DIVISION TOTAL AREA - 63,600 NET SQUARE FEET

VAN BUREN AND FIRESTONE, ARCHITECTS, INC.
4627 EXECUTIVE DRIVE · COLUMBUS, OHIO 43220

HIRAM H. VAN BUREN
RONALD E. FIRESTONE
RAYMOND YANSCIK
PAUL A. JAROS
PAUL J. MULLIN

June 18, 1974

Mr. Roy Potter
Ohio County Schools
Wheeling, West Virginia 26003

Physical Facility Report

Skyline Center located in the Dallas Local School District, Dallas, Texas is a modern educational complex consisting of Skyline High School, Career Development Center and Center for Community Services. The fourteen-acre building is located on an 80-acre site with easy access from most areas of the school district.

The Skyline High School is a regular comprehensive high school for the students of the Skyline High School area. The Career Development Center is an extension of all Dallas high schools through various educational programs. The Center for Community Services is a facility for adult education within the Dallas Independent School District.

The educational complex is similar to the facility being planned for the new high school in the County of Ohio, West Virginia, Wheeling, West Virginia. The Ohio County facility will contain both the comprehensive high school and a career development center (vocational education wing) plus adult education programs will be conducted with the entire educational facility.

Due to the sprawling size of the Skyline facility we limited our tour to the Career Development Center portion of the building. The building is a combination of single- and two-story areas with load bearing masonry wall and structural steel frame systems. Corridor walls and certain laboratory walls had ceramic tile or face brick wainscots approximately at door head height. Most corridors and laboratory floors were vinyl asbestos tile. Carpeting was used very sparingly in certain areas. The heavy shops were exposed concrete floors. Most areas had acoustic ceiling, except for heavy shops. Toilet, locker and shower facilities seemed a bit oversized.

Selection of finish material indicated that operational maintenance was a major consideration. Color scheme throughout the building was the same, both inside and out, and lacked variety.

Although the cirriculum and educational philosophy explained to us by the staff seemed very flexible, the facility did not display the same capabilities. A few items limiting flexibility are: 1) lockers lining corridor walls, 2) demountable partitions were not used, 3) electrical connections to equipment were built into concrete floor.

Certain areas such as the welding lab and automotive areas seemed to be very cramped and extremely limited. On the other hand the aviation facility is one of the best I have seen. Most special areas appeared to be well equipped.

For a facility as modern and new as the Skyline Center I feel that flexibility for changing programs, spaces and equipment are lacking. The maintenance-free finishes could have been accomplished more economically. The introduction of color would have vastly improved and added interest to the interior of the building. In general the facility was quite unusual.

Respectfully submitted,

Paul A Jaros

PAJ:sj

Wheeling Pittsburgh
STEEL CORPORATION

June 7, 1974

Mr. Roy E. Potter, Director
McKinley Vocational-Technical Center
17th & Jacob Streets
Wheeling, W. Va. 26003

Dear Roy:

SUBJECT: SKYLINE CAREER DEVELOPMENT CENTER
Dallas, Texas

First, let me thank you for inviting me to accompany your Committee on the tour of the Skyline Career Development Center at Dallas, Texas. I enjoyed the trip, and deem it an honor that you consider my opinion worthy of consideration in planning the curriculum of the new Ohio County High School.

Skyline is in a class by itself, and I am not going to waste time going over the outstanding features of their program.

Views & Recommendations:

1. I recommend that you publish a Bulletin similar to Skyline's. It should contain the same type of information that will be covered in the Ohio County program.

2. I like the "contract method" of completing courses. However, without the use of the computer, I can see where this can become a nightmare of record keeping for the teachers.

3. Our schools are presently doing as well as they are in the areas of machine shop, auto mechanics, and welding, considering the vast difference in the working facilities. It must also be pointed out that they are permitted to be selective as far as students are concerned. Teachers are not given a load of poorly motivated disciplinary problems to work with.

4. I was impressed with the Fine Arts (visited Sculpture only). I believe a program of this type should be included in the new curriculum. We have some very successful programs of this nature put on by Oglebay Institute, and I am sure these people and the instructors could give us some valuable guidance.

WHEELING, WEST VIRGINIA 26003

5. I did not see too much in the electrical area. I believe Belmont and Jefferson Tech could prove more valuable here than Skyline. I recommend that the electrical curriculum include electrical wiring, electric motors and controls, and electronics. This cluster could prove valuable to local industry in night programs, and adult education.

6. The Auto Mechanics course and the Body Shop were great. I hope we can include everything that was in their program, and all the equipment as well. Graduates completing this course can fit into many maintenance jobs in our mills, not just into auto mechanics.

7. I did not see the Food Service & Management area, but I believe a program of this nature should be included. I did see the curriculum, and was very impressed.

8. The World of Construction Program was excellent. Something of this nature is a must in the new school. This area could also work into a fine adult program for evening students.

9. I believe Mechanical Drawing should be stressed, rather than Architectural. There are very few local jobs for the Architectural Draftsman, whereas Mechanical and/or Electrical Drafting, which includes blueprint reading as a bonus, is needed for most craft jobs.

10. The Interior Design Course was very interesting. I believe many girls could use this subject to good vocational advantage in the area of merchandising or self-employment. It also fits well in homemaking. Housewives could find these courses helpful in securing part-time employment, or work they could do at home. The handicapped girl or boy could find good career opportunities in this area.

Roy, these are my most vivid impressions. I hope they prove helpful. If you would like any additional comments, don't hesitate to give me a call. Thanks again for your invitation.

Very truly yours,

L. V. Schwertfeger

L. V. Schwertfeger
Administrator - Corporate Training

jse

OHIO COUNTY SCHOOLS
2203 NATIONAL ROAD
WHEELING, WEST VIRGINIA 26003

June 10, 1974

TO: Mr. Roy Potter, Director
McKinley Vocational Technical Center
Ohio County
Wheeling, West Virginia

FROM: Frank Dumas

SUBJECT: Trip to Skyline Career Development Center
777 Forney Road
Dallas, Texas

DATE: June 1-4, 1974

Skyline Center is located on a sprawling 80-acre campus. The building complex covers approximately 14 acres under roof and is environmentally controlled. Its unique aspects include a complete color television studio with a network of 250 viewing stations, a million dollar computer center, a 30,000 square foot airplane hanger, extensive media center, and a 1,600 square foot greenhouse.

The buildings and equipment cost in excess of $21.5 million and its doors opened for the first students on March 1, 1971.

Skyline Center is a multi-purpose facility extended to provide maximum educational opportunity to the citizens of the Dallas Independent School District.

At the core of Skyline Center is Skyline High School. As a regular comprehensive high school it offers the basic curricula of other Dallas high schools, has regular activities, and has set student assignment boundaries.

The Career Development Center is an extension of all Dallas high schools. Students may attend the center on a part-time basis to take daily three-hour blocks of career education programs, or may transfer to the center full time as a Skyline High School student. Bus service from each Dallas high school (18) is provided by the district free of charge to the Career Development Center.

Skyline Career Development Center is organized into Career Clusters. Each Cluster encompasses several families of careers. In most cases a student spends three hours daily working within a Career Cluster. His needs and his specific career interest help determine his individual course of study and how much time he spends on individual tasks.

At Skyline a student's individual needs and interests are important considerations in determining his assignments. All curricula have been structured into learning modules. A module is a series of teacher-learning

activities which guide the student toward the accomplishment of a behavioral objective or a set of behavioral objectives. Each module contains the following basic components: Behavioral Objectives, Teacher Implementation Plan (TIP), and Student Learning Plan (SLP).

The behavioral objective is the vehicle which communicates to the student the behavior he should demonstrate, the conditions or limitations under which demonstration of performance will occur, and the criteria of acceptance or the performance standard for the behavior being demonstrated. All behavioral objectives are derived and sequenced from career competency goals which reflect the skills, knowledge, and attitudes necessary for success in employment or continued education in a particular career field.

The Teacher Implementation Plan (TIP) provides the teacher with information on how to plan, implement, and evaluate each objective.

The Student Learning Plan (SLP) provides the student with a guide for learning the behaviors stated in the behavioral objective. Emphasis is placed on student self-direction through the utilization of a diversity of learning resources.

Each module has a criterion-referenced assessment instrument to access whether students have attained the behaviors listed in the behavioral objective.

Hence, individualization of instruction is basic to Skyline's instructional program with the major emphasis on development of skills and concepts and on processes of learning rather than on content.

I was very much impressed with the competency-based curriculum that has developed.

This we must assess before we give direction and purpose to our new vocational curriculum.